

requirements
necessities
cardinal
weighty
moral
prime
essential
in social

17

XIV

1

which is not a
pamper

In dispensing knowledge, what is essential should come in advance of the less essential.

The staples of mind should precede the luxuries which ^{give one the feeling of being replete but do not at all nourish. Yet so much more is made of a} ~~which bloat and pamper it, giving it the feeling of repletion yet without nourishing it. But it~~ is ~~exactly~~ these inessentials ⁱⁿ which common teaching practice and the extra performance of assessing intelligence ~~make so much of it.~~

P. 269

^{Because} Essential knowledge ~~that which~~ ^{it} pertains to the behavior which we are ^{it} should be taught early enough in life so that it will carry a ~~personal~~ meaning, ~~meaning~~ directly felt, known, and applied in one ~~integral~~ exercise integral with the personality. It cannot just be part of our theoretic knowledge.

P. 216

The inessentials ~~need not be~~ thrown out, but they should at least be taught with that ~~cardinal~~ knowledge which alone matters. ^{which bears upon} ~~The rest has value only as it~~ ^{innate} ~~points to~~ man's ~~natural~~ need to know what his nature does and why. Therefore it is natural that the essentials should always be stressed and unnatural when they are not. That is ^{Man} why ~~he~~ cannot thrive and yet do without ^{that} ~~essential~~ knowledge, ~~the knowledge~~ which directly ^{relates} ~~pertains~~ to the behavior by which he lives, the continuous, the inevitable performances

P. 217